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Curriculum Ideas for Teachers

History Intermediate Division

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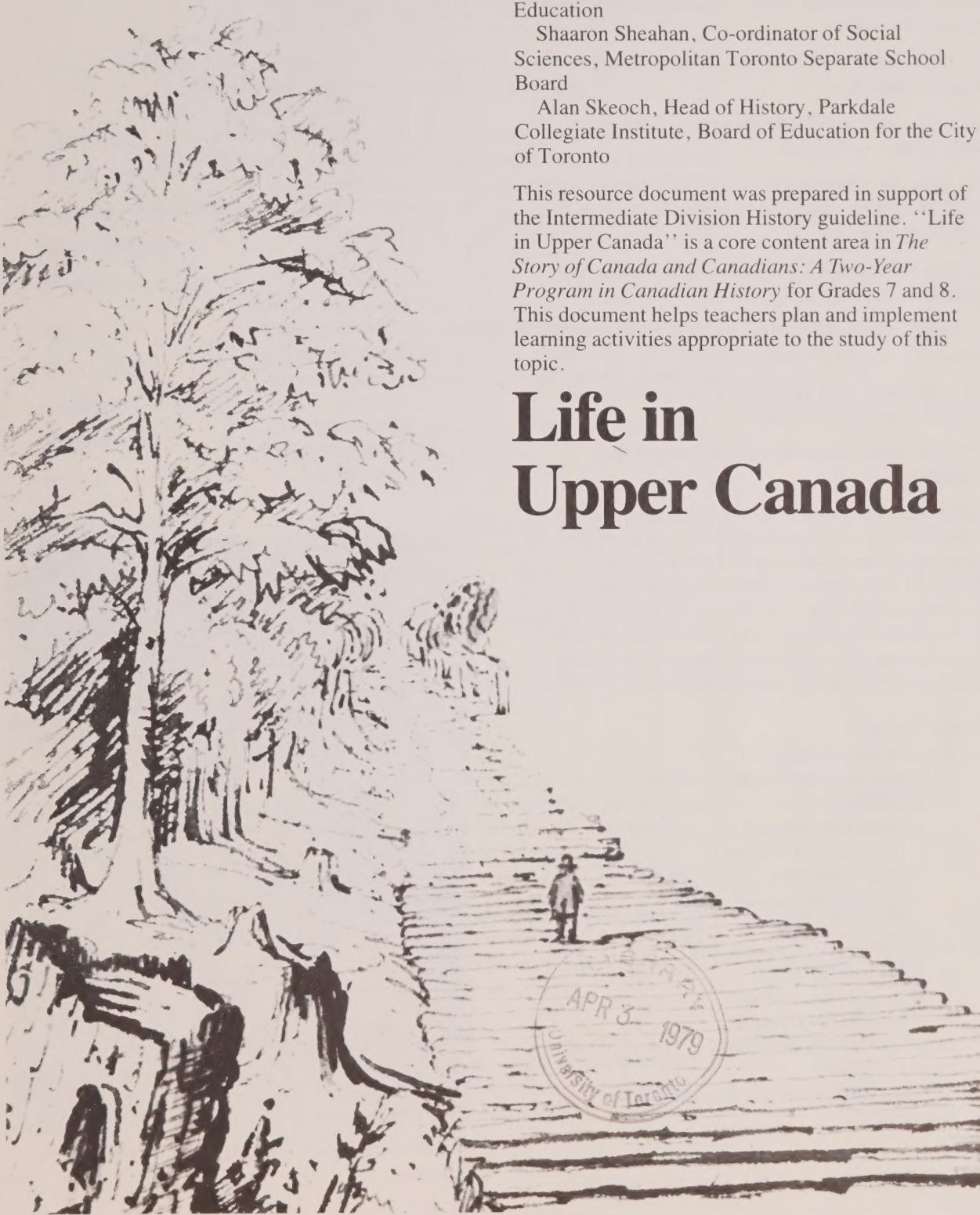
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This resource document was prepared in support of the Intermediate Division History guideline. "Life in Upper Canada" is a core content area in *The Story of Canada and Canadians: A Two-Year Program in Canadian History for Grades 7 and 8*. This document helps teachers plan and implement learning activities appropriate to the study of this topic.

Life in Upper Canada



Statement of Intent

The intent of this unit is to develop an understanding of the difficulties immigrants faced in developing the colony from the pioneer level to a more complex society.

Objectives

This unit will provide opportunities for students to:

- a) know the circumstances that forced the majority of the immigrants to Upper Canada to leave their homes and friends;
- b) understand the problems involved in travel in Upper Canada;
- c) understand the hardships to be overcome in settling the "wild lands";
- d) trace the changes that occur in a society as it evolves from a subsistence economy to a more complex economy;
- e) develop the ability to gather information from sketches, pictures, and graphs;
- f) develop the ability to gather information from first-hand historical accounts;
- g) empathize with the settlers' struggles to make a new life in Upper Canada;
- h) develop an awareness of chronology and sequence.

The focus of the unit is on the emigration from Great Britain which was responsible for forming the majority of the population of Upper Canada. However, teachers also should include studies of minority groups that entered the colony at this time, for example, the Mennonites. Some background information on the causes of immigration during this period is found in Teacher Resource A.

Overview

1. Upper Canada in 1791

- a) Geography of the land
- b) Population
 - size of population
 - Loyalist settlements
 - Native peoples
 - French settlements

2. Immigration

- a) Who came?
- b) When did they come?
- c) Why did they emigrate?
- d) Why did they immigrate to Canada? Did they have a choice?
- e) What difficulties did they encounter while travelling?

3. Settlement

- a) Surveying
- b) Land grants
- c) Patterns of settlement
- d) Kinship

4. Problems of Survival

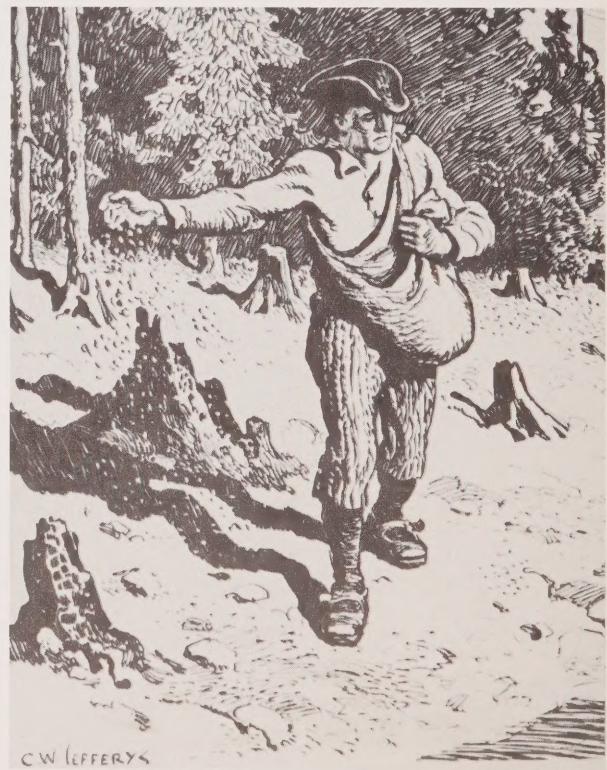
- a) Location tickets
- b) Building a home

5. Rural Life

- a) Food
- b) Shelter — homes, farm buildings
- c) Importance of the family
- d) Problems of isolation
- e) Need for co-operation
- f) Purpose of pioneer education

6. Development of the Colony

- a) Transportation
 - waterways
 - roads
- b) Economic growth
 - the barter system
- c) Staple theory
 - potash
 - wheat
 - farming
- d) Growth of towns
 - industries



Pioneer sowing grain in his clearing. Sketch by C.W. Jefferys.

Suggested Strategies

Content	Strategies	Resources
1. Upper Canada in 1791	<p>Construct a series of maps explaining the geographic nature of Upper Canada. Particular attention should be directed to the Precambrian Shield and how it acted as a barrier to settlement. Is the Shield a barrier to settlement today? In what ways? The map work should lead the students to examine the following questions:</p> <ul style="list-style-type: none"> – What is good land? (Students should consider soils, drainage, slope, climate, and so on.) – If you had been an immigrant to Upper Canada, where would you have settled? Why? 	<ul style="list-style-type: none"> – D. G. G. Kerr, <i>Historical Atlas of Canada</i>. (See Bibliography for details of all publications listed under Resources.)
b) Population <ul style="list-style-type: none"> – size of population – Loyalist settlements – Native peoples – French settlements 	<p>Review other units (Native Peoples, Loyalists, Life in New France) so that the students will recall the people already living in Upper Canada in 1791.</p>	
2. Immigration <ul style="list-style-type: none"> a) Who came? <ul style="list-style-type: none"> – English – Scottish – Irish b) When did they come? <ul style="list-style-type: none"> – 1800-1860 c) Why did they emigrate? <ul style="list-style-type: none"> – Industrial Revolution – enclosure system – crop failure – unemployment among military men after Napoleonic Wars 	<p>Have the students examine the data in <i>Arrivals at Quebec from the British Isles – 1829-1859</i> (Student Resource No. 2), and pose the following questions:</p> <ul style="list-style-type: none"> – What does the graph show about the numbers of immigrants to Upper Canada? – Speculate as to why there were fluctuations in the numbers of immigrants over the years. Which groups made up the bulk of the immigrants? (Teachers also may look at some of the minority groups entering Canada in these years, for example, the Mennonites.) Have students give reasons why people might have immigrated to Upper Canada. 	<ul style="list-style-type: none"> – Student Resource No. 2
	<p><i>External forces</i></p> <ul style="list-style-type: none"> – What conditions would cause one to emigrate from Europe? Children of recent immigrants may wish to discuss the reasons why their families emigrated; or, have the students interview a neighbour or friend who immigrated to Canada. – What conditions prompted immigration to Upper Canada? Show students a filmstrip or photographs depicting social conditions during the Industrial Revolution in Great Britain. 	<ul style="list-style-type: none"> – E. R. Pike, <i>Human Documents of the Industrial Revolution in Britain</i>
	<p><i>Evaluation strategy</i></p> <p>Have your students write a historically accurate account of a day in the life of a twelve-year-old (boy or girl) living in Great Britain during the Industrial Revolution.</p>	<ul style="list-style-type: none"> – D. Williams, <i>Early Days in Upper Canada</i>

Content	Strategies	Resources
	<p>The teacher may provide other pictures, documents, and readings to illustrate further reasons for emigration.</p>	<p>– M. Radley-Walters and P. Watson, <i>Canada: Land of Immigrants</i></p>
d) Why did they immigrate to Canada? Did they have a choice?	<p>Have the students read <i>Six to a Bed</i> (Appendix I). Ask them to list the number of beds in an average household today and then to calculate how many people these beds would sleep at six to a bed. Could people living in these conditions afford to emigrate? Were the “bed conditions” in Upper Canada likely to have been much different?</p> <p>Discuss with the students some of the reasons why people would want to emigrate.</p>	<p>– Appendix I</p>
– Simcoe’s advertisements	<p><i>Internal encouragement</i> John Graves Simcoe was Upper Canada’s first governor general. He believed that Upper Canada offered more security to immigrants than could be offered by the United States. He believed this so strongly that he advertised in American newspapers for immigrants. Ask your students why Simcoe thought Upper Canada was a good place in which to settle.</p>	
– land companies	<p><i>Update strategy</i> If there are any recent immigrants among the children in your class, ask them whether or not their families encourage relatives in the old country to come to Canada.</p>	
– cheap or free land	<p>Have the students read <i>A Glasgow Boy Describes His Trip to Upper Canada</i> (Appendix II). Use one or more of the following ideas to explore the problems facing emigrants:</p>	<p>– Appendix II</p>
– British colony	<ul style="list-style-type: none"> – Students could write the diary of this boy (or his sister) describing the crossing. – Students could draw a series of pictures illustrating the voyage. 	<p>– D. Williams, <i>Early Days in Upper Canada</i>, p. 21</p>
e) What difficulties did they encounter while travelling?	<ul style="list-style-type: none"> – Steerage – storms – distance – disease – food 	<p>– M. Radley-Walters and S. A. Cook, <i>Canadian Patterns of Settlement</i>, pp. 4-5</p>
	<ul style="list-style-type: none"> – Students could prepare a report to the government revealing conditions on board this ship and suggesting solutions to the problems. – Students could prepare a scientific report on cholera. – Students could write a journalist’s account of the docking and debarkation of the ship carrying the emigrants. 	
	<p><i>Evaluation</i> One of these projects should be marked on the basis of historical accuracy.</p>	
	<p><i>Research questions</i></p> <ul style="list-style-type: none"> – What kinds of ships were in use at this time? (This will involve research on the timber ships that 	

Content	Strategies	Resources
	<p>were transporting square timber to Great Britain and people to Upper Canada.)</p> <ul style="list-style-type: none"> — Why was ocean travel dangerous? — How would you describe life aboard these ships? — How did the sailors and ship owners treat the passengers? — What part of the ship was allocated to these passengers? Why? What does the term “steerage” mean? — What possessions could be transported? — Why were ships often quarantined at the end of the voyage? What is cholera? — Where did ships land in British North America? 	
3. Settlement: How was the land prepared for settlement?	<p>Print “surveyor” on the chalkboard. Ask the students for a definition of this word. What kind of work does a surveyor do? Why are surveyors important to society? (Plan to invite a surveyor into the classroom. Develop, in advance, a series of questions to ask your visitor. Arrange for the surveyor to bring along several pieces of equipment and to demonstrate their uses.)</p>	<p>— <i>Encyclopedia Canadiana</i></p>
a) Surveying <ul style="list-style-type: none"> — surveyors — division of Upper Canada into counties, townships, and lots — problems of surveying wilderness areas 	<p>Have a student consult the entry “Land-Boundary Surveys” in the <i>Encyclopedia Canadiana</i>, volume VI, pp. 61-65, and report the findings to the rest of the class.</p>	<p>Secure a county map (your own county preferably) and study the township and lot divisions. Have each student locate on the map the place (city, town, concession) where his/her own family resides and also the places where his/her relatives live. Are there any students in your group who can trace their families or land holdings back to this period?</p>
b) Land grants	<p>Have students study <i>A Typical Township in Upper Canada</i> (Student Resource No. 1) and superimpose other typical physical features on the township, for example, swamps and lakes. (The term “broken front” usually meant a lake.)</p>	<p>— Student Resource No. 1</p>
	<p>Introduce the following discussion questions:</p> <ul style="list-style-type: none"> — Which type of land would be most valuable? Why? — What does the word “concession” mean? Draw the typical township without the Clergy and Crown reserves on the chalkboard (or on an overhead transparency) and ask each student to select a lot. Is there any other information that they would like to have before making their selections? (Students should be able to generate a list similar to the following: forest cover, soils, presence of neighbours, water, wild animals, and proximity to mills.) 	<p>— W. A. Fisher, <i>Legend of the Drinking Gourd</i>. This booklet provides a useful account of the system of land granting in Simcoe County and describes the Black settlement that</p>

Content	Strategies	Resources
	<p>When each student has selected a lot, superimpose the Clergy and Crown reserves on the typical township. Distinguish between Crown lots, Clergy lots, and lots for settlement. (Land was expected to pay for government services and the support of an Anglican clergy when it was sold. Was this system of land-granting fair? Have students explain their answer.)</p>	<p>developed there. Similar local material should be available from historical societies or from class members whose ancestors were pioneer settlers.</p>
	<p>Invite an official of the Registry Office to discuss the function of this office with the students. Discussion may revolve around the following questions:</p> <ul style="list-style-type: none"> – What are deeds? – What were the duties of settlers who received free land grants? – What payments were involved? – What is a deed search? – Are there any local examples of Crown or Clergy reserves? (Arrange to have the official bring copies of deeds going back to original land transfers from the Crown to the first owners. If possible, discuss a lot belonging to the ancestors of a student in the class.) 	<p>– Teacher Resource B: <i>Land Granting in Upper Canada</i></p>
c) Patterns of settlement	<p>Review the geography of Upper Canada by having the students mark on a map of Ontario:</p> <ul style="list-style-type: none"> – the geographical features that would hinder settlement, for example, the Canadian Shield; and – those factors that would aid settlement, for example, rivers. 	<p>– atlas – blank map of Ontario</p>
	<p>Have the students shade in the areas of the map to show the land settled first, later, and last of all, using the information reviewed. Have students give reasons for their choices.</p> <p>Have students compare these findings with a map showing the actual settlement areas in order to determine the accuracy of their hypotheses; or have students locate the five largest cities or towns in their regions today and, using an encyclopedia, find out the dates of settlement, thereby testing their own hypotheses.</p>	<p>– D. G. G. Kerr, <i>Historical Atlas of Canada</i>, pp. 48-49 – <i>Encyclopedia Canadiana</i></p>
d) Kinship	<p>Have students find out whether or not there was a particular ethnic characteristic to settlement in the local community (for example, Berczy settlement in Markham Township, Glengarry Scots in Glengarry, Southern Irish in Perth, Lowland Scots in Fergus, Mennonites in Kitchener). Is there any evidence of such a pattern in the community? (This can sometimes be determined by examining the surnames of the students. In large urban centres,</p>	<p>– Catherine Parr Traill, <i>The Backwoods of Canada</i>, pp. 51-52</p>

Content	Strategies	Resources															
	such evidence can also include street names.) Have students give reasons why these people would have settled together.																
	In Upper Canada, newcomers usually sought out relatives or similar ethnic groups. What kinds of assistance would the earlier immigrants have extended the recent arrivals? (This pattern of settlement is still familiar. Look for examples of this pattern in Toronto today.)																
4. Problems of Survival		— Teacher Resource B: <i>Land Granting in Upper Canada</i>															
a) Location tickets	Discuss with the students the typical requirements specified on a location ticket and present them with the following situations:																
	— Imagine that you are a settler taking up your hundred acres of land. Make a list of all the jobs you will have to accomplish in the two years prior to your being eligible to receive the deed to your land.																
	Collect the students' answers and write them on the chalkboard. Using available student texts or other school resources, check the students' answers for accuracy.	— C. W. Jefferys, <i>The Picture Gallery of Canadian History</i>															
	— Many settlers were not successful in fulfilling the requirements of their location tickets. Imagine that you are one of those who has not been able to meet these stipulations. Write a letter to a relative explaining the reasons for your failure.																
b) Building a home	Assign a pioneer tool from the following list to each student and have him/her find a picture, description, or authentic example of the tool and demonstrate or describe its use to the class. Make an attempt to represent equally the tasks performed by all members of the family and keep in mind the questions related to the importance of the family in Section 5 (c).	— Wm. Canniff, <i>The Settlement of Upper Canada</i>															
	<table border="0"> <tr> <td data-bbox="439 1434 582 1468">nail</td> <td data-bbox="596 1434 682 1468">plane</td> <td data-bbox="753 1434 896 1468">ploughshare</td> </tr> <tr> <td data-bbox="439 1470 582 1504">hammer</td> <td data-bbox="596 1470 682 1504">churn</td> <td data-bbox="753 1470 929 1504">spinning wheel</td> </tr> <tr> <td data-bbox="439 1506 582 1540">chisel</td> <td data-bbox="596 1506 682 1540">adze</td> <td data-bbox="753 1506 896 1540">dough box</td> </tr> <tr> <td data-bbox="439 1542 582 1578">gimlet</td> <td data-bbox="596 1542 682 1578">whipsaw</td> <td data-bbox="753 1542 896 1578">broad axe</td> </tr> <tr> <td data-bbox="439 1580 582 1614">loom</td> <td data-bbox="596 1580 682 1614">carder</td> <td data-bbox="753 1580 896 1614">quilt frame</td> </tr> </table>	nail	plane	ploughshare	hammer	churn	spinning wheel	chisel	adze	dough box	gimlet	whipsaw	broad axe	loom	carder	quilt frame	
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5. Rural Life	“April 18, 1831. — We breakfasted before seven for Edward to go out on business. . . . Next I stirred the cream of my diminished dairy into butter, made a pound of candles, fed my baby, then went out walking about the fields with him and Mama.”	— Edwin C. Guillet, <i>Early Life in Upper Canada</i>															
a) Food	— A. S. Miller, <i>The Journals of Mary O'Brien</i> , p. 158.																
	Have students write a diary for two weeks beginning with the above date, keeping in mind the season and problems of child care.																

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	<p>Using recipes obtained from diaries or from pioneer museums such as Black Creek Pioneer Village, Doon Village, and the Grange, assign the class duties in the preparation of a pioneer dinner. Some classes may also enjoy dressing up in clothes reminiscent of the period.</p>	
	<p>Students can also participate in the following outdoor activity:</p>	
	<ul style="list-style-type: none"> – Plant a pioneer garden, and draw a plan for the garden explaining the use that a pioneer would have for each plant species included. 	<ul style="list-style-type: none"> – E. Langdon, <i>Pioneer Gardens</i>
b) Shelter	<p>Have students speculate on what things a pioneer would have to consider in picking a site on his property on which to erect his house, for example, closeness to a water supply. Students should rank these considerations in order of importance and explain their reasons.</p>	<ul style="list-style-type: none"> – John Rempel, <i>Building With Wood and Other Aspects of Nineteenth-Century Building in Ontario</i>
– homes		
– farm buildings	<p>Have the students conduct a research project on log cabins to learn about:</p>	<ul style="list-style-type: none"> – the methods of construction; – the tools available; – the various types of cabins and shelters devised by the pioneers.
	<p>Visit a pioneer village or examine a local pioneer log structure to speculate on the difficulties of constructing and living in such shelters.</p>	<ul style="list-style-type: none"> – Ministry of Culture and Recreation, <i>Ontario Historic Sites, Museums, Galleries and Plaques</i>
	<p>Have students examine a series of pictures, noting the changes that have taken place in the settlers' homes over the years. Have them speculate on when and why these changes were made.</p>	<ul style="list-style-type: none"> – D. Williams, <i>Early Days in Upper Canada</i>, pp. 52-53
	<p>Take the students to a local pioneer museum or village or show them the series of films on Black Creek Pioneer Village. Use the following questions as a student study guide:</p>	<ul style="list-style-type: none"> – Series of films on Black Creek Pioneer Village
	<ul style="list-style-type: none"> – How was timber squared? – Where was the market for timber? – What uses did pioneers make of wood and wood products? – How was timber delivered to the buyer? – Describe the use of logs in constructing barns and homes. Distinguish between a log barn and a frame barn. Why were frame barns not as common as log barns prior to 1841? (Obtain information on local saw mills and the value of boards as compared to the value of logs.) 	<ul style="list-style-type: none"> – local pioneer villages

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c) Importance of the family – sharing work	<p>Have students speculate or do research on what jobs would be the responsibility of the following members of the family:</p> <ul style="list-style-type: none"> – husband – wife – female children – male children 	– history texts
	<p>Ask students to outline characteristics that a man or a woman would look for in a mate, taking into consideration the hardships faced by pioneers in Upper Canada. Ask them to give reasons for their choices.</p>	
	<p><i>Documentary Study</i></p>	
	<p>“Whatever qualification the farmer should have, mental or physical, all are agreed on this one point – that a good wife is indispensable, and what it is the aim of the husband to accumulate, it becomes the province of his wife to manage, and whenever we hear of a managing wife, we are sure to find a money-making farmer, and vice versa.”</p>	
	<p>– Adamson Collection, Series II, Ontario Archives.</p>	
	<p>Have students examine this quotation and speculate on why a good wife was considered indispensable.</p>	
d) Problems of isolation – loneliness of pioneer life	<p>Ask the students if any of them have ever been lonely.</p> <ul style="list-style-type: none"> – What is loneliness? – Could the students withstand the isolation of pioneer life in the “wild lands”? – Is there any evidence that rural life, once partial settlement had been established, was not lonely? 	– Appendix III
	<p>Have the students read <i>Loneliness</i> (Appendix III).</p>	
	<ul style="list-style-type: none"> – Would you have been lonely in this woman’s place? – Why might the pioneer women have been lonelier than the pioneer men? 	
e) Need for co-operation	<p>Have students discuss modern examples of co-operative work (e.g., friends helping a family move or build an addition to a house).</p>	<p>– I. L. Martinello, <i>Call Us Canadians</i>, pp. 103-4</p>
– “bees”	<ul style="list-style-type: none"> – Why would sole survival have been almost impossible for the pioneer in Upper Canada? 	<p>– D. Williams, <i>Early Days in Upper Canada</i>, pp. 32-35</p>
	<p>Study the role of neighbours in pioneer days. Have students read a selected account of a “bee” and find various examples of activities that could be accomplished best through such communal efforts. (Can any of the students bring in a quilt and describe how it was made? Some students may decide to make</p>	<p>– A. S. Miller, <i>The Journals of Mary O’Brien</i>, pp. 192-94</p>

Content	Strategies	Resources
	<p>a quilt themselves. If so, try to find a traditional Upper Canadian pattern.)</p> <ul style="list-style-type: none"> – Have “bees” disappeared? – What kinds of jobs would require the help of many men, women, and children? – What other functions did “bees” serve in pioneer life? 	
f) Purpose of pioneer education	<p>Have students consider the following questions:</p> <ul style="list-style-type: none"> – What is education? (You may wish to refer students to the Catherine Aiken document [Appendix IV].) – Was apprenticeship a form of education? In what way? – Were there any other forms of education in Upper Canada? – Pioneer education was rudimentary, but it did exist. Often school lasted for a maximum of two years. What could you learn in two years? Would you be able to write? What kind of mathematics skills could you master? – Was the role of parents likely to have been greater in the education of pioneer children? How would you have educated your child? <p>Ask students to plan the day for an imaginary eight-year-old. Remind them that there were no materials except a slate, a slate pencil, and a few books.</p>	<ul style="list-style-type: none"> – Appendix IV – D. Williams, <i>Early Days in Upper Canada</i>, pp. 36-42 – R. A. Reid, <i>Footprints in Time</i>, pp. 56-60 – A. L. Prentice and S. E. Houston, eds., <i>Family, School and Society in Nineteenth-Century Canada</i>
6. <i>Development of the Colony</i>	Review the following questions through map study:	
a) Transportation	<ul style="list-style-type: none"> – What are the natural water routes in Upper Canada? – What made these routes difficult to navigate? – Would water be a suitable means of transport in all parts of Upper Canada? 	– Appendix V
– waterways		
– roads	<p>Show a picture of a muddy stagecoach or read <i>Road Travel in 1834</i> (Appendix V) to the students. Point out that each landowner was responsible for maintaining the road along the front of his property.</p> <ul style="list-style-type: none"> – What problems might this have caused in keeping the roads in good condition? – How did Clergy and Crown reserves interfere with road networks? – How did the land-granting system encourage speculation and inhibit road-building? – What is a speculator? – Was road travel a satisfactory means of communication? 	

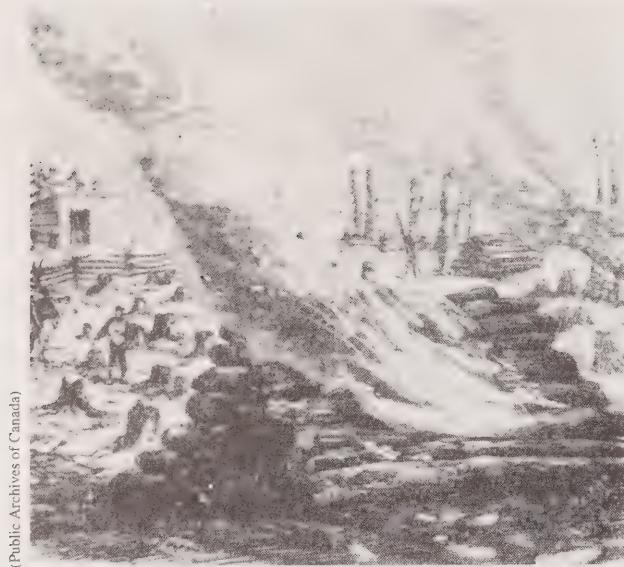
Content	Strategies	Resources
b) Economic growth – the barter system	<ul style="list-style-type: none"> – How would the trip from Hamilton to Fergus be different today from the same trip in 1834? <p>Ask your students whether or not they use the barter system. (Often they have collections of cards, toy cars, and records that they use for trading purposes.)</p> <ul style="list-style-type: none"> – What purpose does the barter system serve? 	
c) Staple theory	<p><i>Documentary Study</i></p> <p>“May 30, 1833. — We have let the shanties in which we lived last summer to a family of Islay carpenters — five men, the mother, and two sisters. They profess all kinds of timber work, beginning with the sawing. They are builders and riggers, fishers and boatmen, of course. We hope to arrange with them to finish our house, barn, etc., for land. So Donald and Angus Campbell are gone to work to prepare for the rest of the party.”</p> <p>— A. S. Miller, <i>The Journals of Mary O'Brien</i>, p. 210.</p> <p>Read the above excerpt to your students and have them consider these questions:</p> <ul style="list-style-type: none"> – What is being exchanged? – How does this trade benefit each party? – Why did Upper Canadians barter? – What were the problems related to bartering? 	— R. L. Jones, <i>History of Agriculture in Ontario, 1613-1880</i>
— potash: importance to settlers	<p>The successful colonization of Upper Canada can be explained best in terms of the staples it produced. Without a saleable product, the colony could not have survived. Furs, potash, square timber, and wheat were the staples. All of these staples were treated as extractive resources, except for wheat, which, owing to enlightened practices, became a renewable resource. All of these staples brought cash to Upper Canada.</p> <p>There was no such thing as the self-sufficient pioneer: Canadians have been dependent upon the market place for survival from the earliest period of settlement.</p> <p>The following questions might stimulate discussion:</p> <ul style="list-style-type: none"> – How did Canadians earn their living between 1791 and 1841? – Fur, potash, and square timber were all sources of income for settlers at different times. Why could they not base their living on these for very long? – What type of product would the settlers have had to produce in order to secure a stable income? <p>Potash was a by-product of clearing the land. Farmers piled large hardwood trees in giant bonfires and burned them to ash. The ashes, known as potash, were rich in potassium salts, which were</p>	

Content	Strategies	Resources
<ul style="list-style-type: none"> – wheat: basis of the economy in Upper Canada 	<p>needed in Europe for the manufacture of soaps, cosmetics, and other products of the newly established European chemical industry. The sale of potash was the first source of cash for the pioneer farmer. Once the forests were cleared, however, the source of potash dried up.</p>	
<ul style="list-style-type: none"> – what is wheat? – nature of plant – use of wheat – other grain crops (rye, oats, barley) 	<p>Have students find out how Upper Canadians made soap from potash and animal fat.</p>	
<ul style="list-style-type: none"> – how is it cultivated? – clearing the land – preparing the soil – ploughing – harrowing – seeding – harvesting – sickle, scythe, cradle scythe – binding into sheaves – threshing – winnowing – storing 	<p>Have them speculate on how an early settler would have spent his/her money.</p> <p>Once beyond the early pioneer stage of settlement, the farmers of Upper Canada came to rely upon grain crops as a basic source of income. Wheat was the staple crop produced. Some of the following may be used to illustrate the agricultural methods used:</p>	<ul style="list-style-type: none"> – C. W. Jefferys, <i>The Picture Gallery of Canadian History</i>
	<ul style="list-style-type: none"> – visit to a pioneer village; – film or filmstrip on the subject; – a talk by a guest speaker, perhaps a retired farmer, describing farming before it was mechanized; – demonstration by an antique dealer of samples of pioneer tools. 	<ul style="list-style-type: none"> – Series of films on Black Creek Pioneer Village – local pioneer villages
<ul style="list-style-type: none"> – farming: problems of wheat farming – primitive tools of agriculture – wooden mouldboard plough – primitive harrows – oxen as beasts of labour – cradle scythe – flail 	<p>Give students research assignments on agricultural tools and methods.</p>	<ul style="list-style-type: none"> – D. Williams, <i>Early Days in Upper Canada</i>
<ul style="list-style-type: none"> – soil exhaustion – constant cropping – no rotation, no fallowing – lack of fertilization – transient agriculture 	<p>Have the students speculate on the kinds of problems that a pioneer farmer might face. Record the information on the chalkboard.</p>	
<ul style="list-style-type: none"> – diseases – rust – smut 	<p>Present the following material on soil exhaustion and discuss the problems with the students:</p>	
	<p>Because of steady wheat cropping and the resultant land exhaustion, much of the land close to the Great Lakes was abandoned early in the history of Upper Canada. Emigrants from Europe regarded the Loyalists with disdain, referring to them as "land butchers" and "wheat miners". The lack of crop rotation forced Canadian farmers to move westward, for much the same reasons as their American</p>	

Content	Strategies	Resources
	<p>neighbours. They did not seem to have any alternatives.</p>	
<p>d) Growth of towns – industries</p>	<ul style="list-style-type: none"> – What key industries did an agricultural society such as Upper Canada require (grist mills, saw mills, fulling mills, breweries)? – Where would milling industries be located? – Why was running water important? <p>– Was your community founded because of its location as a mill site? If so, is there any remaining evidence of the mill site?</p> <p>– How do mills work?</p>	<ul style="list-style-type: none"> – D. Williams, <i>Early Days in Upper Canada</i> – C. Priamo, <i>Mills of Canada</i> – W. Fox et al., <i>The Mill</i> <p>– <i>Canadian History, 1800-1850: Ideas and Activities</i> (kit)</p>
	<p>Ask students to describe a water-powered grist mill. (Visit a restored mill of any sort located in or near your area.)</p>	
	<p>Ask the students to speculate on how their own town or city came into existence. (They may be given an assignment that would lead them to discover the origins of their own community.)</p>	
	<p>Have the students read <i>Origins of Brantford</i> (Appendix VI).</p>	<p>– Appendix VI</p>
	<ul style="list-style-type: none"> – Why was this area chosen as the site for Brantford? – Outline the natural growth pattern of a town and explain this progression. 	

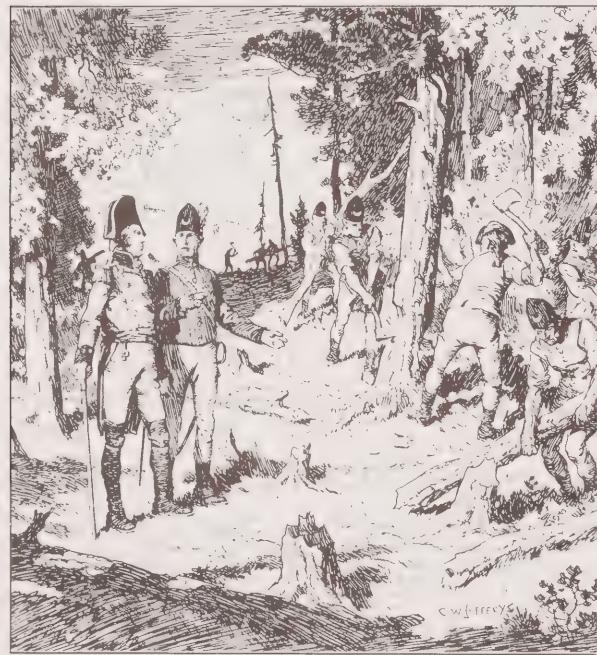


Loyalists on their way to Upper Canada. Sketch by C.W. Jefferys.



(Public Archives of Canada)

Log burning and sowing the first wheat. *Canadian Illustrated News*, 1863.



(Public Archives of Canada)

Cutting out Yonge Street, 1795. Sketch by C.W. Jefferys.

Evaluation

These evaluation ideas are designed to test the students' understanding of the unit objectives.

1. Essay or Oral Report

- Describe the development of Upper Canada from the "wild lands" of the 1790s to the stage of settlement achieved by the 1850s.
- "Hardship was a constant companion of the early settler." Relying on the knowledge you have acquired from this unit, explain the accuracy of this statement.

2. Pictorial Representation

- Construct a picture essay to illustrate the stages in the development of Upper Canada from the "wild lands" of the 1790s to the stage of settlement achieved by the 1850s.
- Draw a comic strip depicting an immigrant family and show:
 - the circumstances that lead to their decision to leave Great Britain;
 - the problems they encounter while travelling;
 - the development of their farm in Upper Canada.

3. Model

Create a three-dimensional model showing the evolution of a typical pioneer farm from its initial construction to the stage of development reached by the 1850s.

4. Diary or Letter

- Imagine that you are a traveller in Upper Canada at the time of the first settlement of a particular region. Write a letter home describing the situation of the settlers. Write a similar letter describing the same region as you would have found it in 1850, noting the changes that have taken place.
- Imagine that you are a settler. Write the following series of letters to a friend in Great Britain:
 - a letter written while you are still in Great Britain, explaining why you are going to emigrate;
 - a letter written from your farm site, describing your trip from Great Britain to the site;
 - a letter written at the end of your second year, describing what you have accomplished and the hardships you have overcome;
 - a letter written ten years later, outlining what you have accomplished and describing the towns and industries that have developed in your area by this time (1850s).

Appendix I

Six to a Bed: Manchester, England, 1842

"The number of families in which there were less than two persons sleeping in one bed were only 413; the number in which there were more than two persons to a bed was 1 512. . . . There were 63 families where there were at least five persons to one bed; and there were some in which even six were packed in one bed, lying at the top and bottom — children and adults."

— Edwin Chadwick, Parliamentary Papers. Lords, England, 1842, vol. 26, p. 228.

Appendix II

A Glasgow Boy Describes His Trip to Upper Canada

"My father was a weaver; he worked hard enough for us. I remember often waking in the middle of the night and seeing my father working still at his loom, as if he would never give over, while my mother and all of us were asleep."

"'All of us!' — How many of you?"

"There were six of us; but my eldest brother and myself could do something."

"And you all emigrated with your father?"

"Why, you see, at last he couldn't get no work, and trade was dull, and we were nigh starving. I remember I was always hungry then — always."

"And you all came out?"

"All but my eldest brother. When we were on the way to the ship, he got frightened and turned back, and wouldn't come. My poor mother cried very much, and begged him hard. Now the last we hear of him is, that he is very badly off, and can't get no work at all."

"Is your father yet alive?"

"Yes, he has land up in Adelaide."

"Is your mother alive?"

"No; she died of the cholera, coming over. You see the cholera broke out in the ship, and fifty-three people died, one after t'other, and were thrown into the sea. My mother died, and they threw her into the sea. And then my little sister, only nine months old, died, because there was nobody to take care of her, and they threw *her* into the sea — poor little thing!"

"Was it not dreadful to see the people dying around you? Did you not feel frightened for yourself?"

"Well — I don't know — one got used to it — it was nothing but splash, splash, all day long — first one, then another. There was one Martin on board, I

remember, with a wife and nine children — one of those as sold his pension: he fought in Spain with the Duke of Wellington. Well, first his wife died, and they threw her into the sea; and then *he* died, and they threw *him* into the sea; and then the children, one after t'other, till only two were left alive; the eldest, a girl about thirteen, who had nursed them all, one after another, and seen them die — well, *she* died, and then there was only the little fellow left."

"And what became of him?"

"He went back, as I heard, in the same ship with the captain."

"And did you not think sometimes it might be your turn next?"

"No — I didn't; and then I was down with the fever."

"What do you mean by 'the fever'?"

"Why, you see, I was looking at some fish that was going by the ship in shoals, as they call it. It was very pretty, and I never saw anything like it, and I stood watching over the ship's side all day long. It poured rain, and I was wet through and through, and felt very cold, and I went into my berth and pulled the blanket round me, and fell asleep. After that I had the fever very bad. I didn't know when we landed at Quebec, and after that I didn't know where we were for five weeks, nor nothing."

— Anna Jameson, *Winter Stories and Summer Rambles in Canada*, vol. 2, pp. 162-65. Reprinted by permission of Coles Publishing Co.



The Spinning Wheel. Sketch by C.W. Jefferys.

(Public Archives of Canada)

C.W. JEFFERY'S

Appendix III

Loneliness

"He said he should be quite happy here, were it not for his wife, who fretted and pined continually after her 'home'."

"But," said I, "surely wherever you are is her *home*, and she ought to be happy where she sees you getting on better, and enjoying more of comfort and independence than you could have hoped to obtain in the old country."

"Well, yes," said he hesitatingly, "and I can't say but that my wife is a good woman: I've no particular fault to find with her; and it's very natural she should mope, for she has no friend or acquaintance, you see, and she doesn't take to the people and the ways here; and at home she had her mother and her sister to talk to; they lived with us, you see. Then, I'm out all day long, looking after my business, and she feels quite lonely like, and she's a crying when I come back — and I'm sure I don't know what to do!"

— Anna Jameson. *Winter Studies and Summer Rambles in Canada*, vol 2, pp. 132-33.

Appendix IV

Catherine Aiken — Child Labourer

This indenture witnesseth that Catherine Aiken, aged five years the twenty-ninth day of October, one thousand eight hundred and fifty-five, daughter of Mary Aiken of the township of West Gwillimbury, in the County of Simcoe, Rollet, by and with the consent of her said mother doth put herself apprentice to Wilson Stodders of West Gwillimbury aforesaid, Farmer, to learn the art of household work and Industry and with him after the manner of an apprentice to serve from the day of the date of

these presents until she attains the age of twenty-one years, which will be on the 29th day of October one thousand eight hundred and seventy-one, namely sixteen years one month and nineteen days to be fully ended and completed, during which term the said apprentice her Master and Mistress faithful shall serve, their secrets keep and their lawful commands everywhere gladly do — she shall do no damage to her said Master nor see to be done of others but to her power shall let or forthwith give warning to her said Master of the same, she shall not waste the foods of her said Master nor lend them unlawfully to any — she shall not contract matrimony until the said term; she shall not play at cards, dice tables or any other unlawful games whereby her said Master may have any loss with his own goods or the goods of others during the said term without licence of her said Master, she shall not buy nor sell, she shall not haunt taverns or playhouses nor absent herself from the said Master's service day or night unlawfully, but in all things as a faithful apprentice she shall behave herself towards her said Master and all during said term. And the said Wilson Stodders in consideration of the faithful services of the said apprentice, his said apprentice in the art of household work and Industry, by the best means he can, shall teach and instruct or cause to be taught and instructed, finding and providing unto the said apprentice sufficient meat, drink, lodging, clothing and all other necessities during the said term, and also to give two years schooling, and at the termination of said apprenticeship, as remuneration for said services — two cows, one feather bed and bedding, and for the true performance of all and every of the said covenants and agreements each of the said parties bindeth herself and himself unto the other and others of them firmly by these presents.

In witness whereof the parties above named to these Indentures interchangeably have put their hands and seals the tenth day of September in the Year of our Lord one thousand eight hundred and fifty-five.

Signed sealed and delivered in presence of being first read over and explained.

Richard Callahan

William Stodders

Catherine Aiken
per mother (seal)

Mary Aiken (seal)

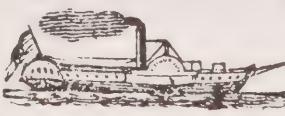
William Stoddart (seal)

— Miscellaneous Papers, Ontario Archives.



THE UPPER CANADA COACHES leave MONTREAL EVERY DAY except Saturday and Sunday, at FOUR o'clock, A.M.
Montreal, May 3, 1832. d

LAKE ONTARIO.



THE SPLENDID NEW STEAMBOAT
GREAT BRITAIN,
CAPTAIN JOS. WHITNEY,

Appendix V

Road Travel in 1834

In 1834, Hamilton was quite a small town, and there had been a fire in the main street, and the ruins were still standing. There was nothing very inviting about Hamilton; the road to the lake was very bad, and there was great trouble in summer from want of water. . . .

Next day, I started in the stage (a common lumber waggon) for Guelph, and an awful shaking we got. One of the passengers put a bottle of whiskey in the pocket of his swallow-tail coat, but alas it was smashed before we had gone a mile. There was an English gentleman, who afterwards settled near Guelph, in the stage, and when we got a mile or two out of Dundas, he and I resolved to walk. The woods looked so high and dismal that we each hunted up a good, big staff in case of meeting a bear. The travelling through the pine woods then was, bump against a stump or the bog roots, and then thump into a hole, with a pleasing variety of little steep gravel and sandy knolls now and then, especially after getting into Puslinch.

I never travelled that road in a waggon again, except once, and then it was because I had cut my foot, so I could not help it. The crossways too, were numerous and bad. We dined at Patterson's Inn, on the great Canadian standard dish — ham and eggs. After leaving the old "Red House", there was not a decent looking house till we got close to Guelph, which we reached about seven in the evening, and I went to the "British Coffee House", kept by Patrick Keating.

The stump of the first tree that had been felled in the bounds of Guelph was then standing, and was reverently fenced in. The most conspicuous house in Guelph was the "Priory" — I suppose called after Mr. Prior, agent for the Canada Company in Guelph, and is now occupied by Mr. David Allan. There had been a fire in Guelph, too, and the blackened ruins were still standing.

I started on the morning of the fourth of June; about nine o'clock on my way to Fergus, but I soon found that very few folks knew of such a place at all. The road I travelled by was the Eramosa road, and the first clearance I struck in the township of Nichol was Mr. Dow's, having turned off at what was called the Strickland bridge road. I did not find out the names of the places until afterwards, when I recognized the people themselves. Mrs. Thomas Dow then, was my first Nichol acquaintance, and she recommended me to follow a certain blaze: well, I began looking for all the scorched trees I could see, and there were plenty of them, and of course, I very soon went astray.

— A. D. Ferrier, *Reminiscences of Canada and the Early Days of Fergus*, 2nd ed. (Fergus: Fergus News Record, 1923), p. 16.

Appendix VI

Origins of Brantford

The Grand River is navigable for steam-boats from Lake Erie up to the landing-place, about two miles below Brantford, and from thence a canal is to be cut, some time or other, to the town. The present site of Brantford was chosen on account of those very rapids which do indeed obstruct the navigation, but turn a number of mills, here of the first importance. The usual progress of a Canadian village is this: first, on some running stream, the erection of a saw-mill and grist-mill for the convenience of the neighbouring scattered settlers; then a few shanties or log-houses for the work-people; then a grocery-store; then a tavern — a chapel — perchance a school-house. (The erection of a church or chapel generally precedes that of a school-house in Upper Canada, but the mill and the tavern invariably precede both.)

— Anna Jameson, *Winter Studies and Summer Rambles in Canada*, vol. 2, pp. 108-9.



The road between Kingston and York, c. 1830. Water colour by Jas. Cockburn.

(Public Archives of Canada)

Teacher Resources

A. Immigration

The arrival of settlers to Upper Canada was not an event isolated from the mainstream of European history. On the contrary, it was as a result of disturbances in Europe and in North America that white settlement occurred along the northern shores of Lake Ontario and Lake Erie. A large number of Black Loyalists also moved to Upper Canada, both as free men and as slaves.

It is essential for students to see life and events in Upper Canada between 1791 and 1841 in the global context. The social upheaval at the turn of the eighteenth century can be tied closely to the French Revolution, which began in 1789. The whole cause of monarchy was shaken. The royal authority exercised through the belief that kings were chosen by God to rule was, for all practical purposes, eroded by the egalitarianism of the Revolution. The bloody and fragile democracy of revolutionary France was rooted in many causes, not the least of which was the example of the American Revolution in 1776, through which many French troops received their first taste of American-style liberty.

There was little immigration to the New World at the time of the French Revolution, although a few immigrants did trickle in to strengthen the tiny English-speaking pockets along the northern shores of Lake Ontario. The lack of European immigrants allowed the newly arrived Loyalists to lay claim to farm sites and establish an English presence in what remained of British North America.

While Napoleon was rising to power in 1799, relations between Great Britain and the United States were worsening. British sea power was overwhelming, and the frustration felt by American seamen over the British “right of search” on the high seas resulted in great strain along the Canada-United States border.

In 1812, when Napoleon was retreating in disarray from Moscow, war broke out between Great Britain and the United States. Much of this war was fought on Canadian territory. It proved to be a unifying force for Upper Canada and did much to meld the disparate groups in the settlement into one loyal, conservative, monarchist unit. The friction between English and French Canadians was also reduced for the time being.

The final defeat of Napoleon in 1815 was followed by an economic depression in Europe, as each country demobilized its army and cut back in the production of war materials. The depression accounted for the first real surge in European immigration to Upper Canada. The immigrants were largely English, Scottish, and Irish. Between 1815 and 1841, waves of immigrants surged up the St. Lawrence or marched overland from New York.

Most immigrants brought nothing tangible save their personal property. Some of them brought cholera.

From 1791 to 1848, the population of Upper Canada jumped from 10 000 to 726 000. Since the Loyalist emigration from the United States accounted for almost all of the population (10 000 settlers) in 1791, one must look to other sources (either birthrate or other immigrant groups) to account for this large increase in population in this fifty-seven-year period.

The largest number of immigrants to Upper Canada came from the British Isles, especially between 1815 and the mid-1850s. The end of the Napoleonic Wars was partially responsible for this immigration. In general, after a lengthy war, countries experience economic hardships. This situation is brought about by the fact that in wartime a country’s economy is predominantly oriented to producing war materials; industries that serve the war are developed, resulting in high employment. Once the war is over, the country’s economy returns to peace-time production. Men returning from the war find it necessary to obtain jobs and settle back into a normal routine.

This post-war readjustment was especially difficult for soldiers returning from the Napoleonic Wars. There was great poverty throughout the British Isles. High unemployment, low wages, and the dislocation of thousands of people because of the agricultural and industrial revolutions resulted in massive immigration to North America. Many settled in the United States, where cheap land or work in new industrial towns provided new opportunities. Eventually, aid from Great Britain attracted immigrants to Canada instead.

Large numbers of immigrants arrived destitute. Some had managed to scrape together the money needed for the voyage, while others had had to rely on the help of their families or friends. They were largely dispossessed farmers, discharged soldiers, jobless Scottish artisans, and destitute Irish.

As the economic situation in the British Isles deteriorated in the mid-1820s, the numbers of immigrants to Upper Canada increased rapidly up until the mid-1830s (1828 – 12 000; 1830 – 30 000; 1832 – 66 000), after which there was a noticeable decrease. From 1832 to 1836, there was plentiful employment in industry and good harvests in Britain. In 1837, there was a recession followed by a recovery in 1838-39.

In the early 1840s, the British Isles again suffered severely from a period of agricultural distress, coupled with an industrial depression. The introduction of free trade in grain (the government did not “protect” the price of English grain by keeping out imports) made bread cheaper for city dwellers, but small farmers, tenant farmers, and agricultural

labourers could not survive on the returns from their crops. More unemployment resulted from the additional use of machinery in place of manpower, and millions of pounds were spent on relief for the destitute. The government actively encouraged emigration to British North America to alleviate the problems of surplus population and unemployment. Therefore, emigration from the British Isles picked up again in the mid-1840s, especially from Ireland, creating another large influx of immigrants to Upper Canada.

The above information shows that poor conditions in the British Isles were directly reflected in Canada's immigration statistics. In this unit, the use of strategies relating to immigration will help students arrive at this significant conclusion.

B. Land Granting in Upper Canada

The settlement and development of the colony of Upper Canada was planned carefully by the British government. The Crown first purchased the land from the Indians through treaty arrangements, thus avoiding the problem of a dissatisfied native population, which plagued nearly all of the American states. This Crown land was then surveyed and divided into counties, townships, and finally into lots.

Land grants took various forms in the colony. The Loyalists and demobilized troops were given free grants of land in Upper Canada. In the case of the Loyalists, the head of each family received 100 acres plus 50 acres for each family member. A single man received 50 acres. It paid to be married and to have a large family.

Demobilized military men received land grants based upon rank. Privates received 100 acres plus 50 acres for each family member, whereas field officers received nearly a thousand acres. These free grants applied to the so-called "wild lands" on the fringes of settlement. Many officers used their pay to buy land that had already been developed in the older, more settled districts close to the lower lakes.

The vast majority of immigrants, however, were not eligible for land grants and had to pay for their own land. A few were able, with financial backing, to purchase farms that had already been cleared and were productive. The more common practice, however, was to take up a lot in the newly surveyed "wild lands". It was in these backwoods that many of the hardships and trials of pioneer life were experienced.

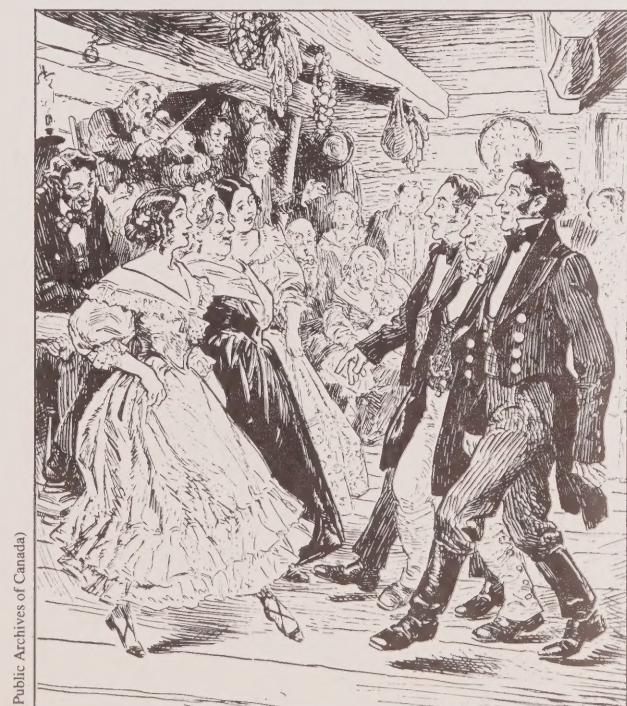
Social position played a role in the type of land a settler received, and also, later, in the registration of that land. Wealth and status were favoured. It was Simcoe's belief that the stability of Upper Canada depended upon attracting the "better sort" of immigrant. Few immigrants were actually attracted by the promise of special treatment, but

those who were became the source of many grievances in Upper Canada.

Once a lot was selected, the immigrant received a "location ticket" describing the exact location of the land and the settlement duties that had to be met before the deed would be given to the settler. The duties were: "to clear and fence 5 acres for every 100 acres granted; to erect a dwelling house of 16 feet by 20 feet; and to clear one half of the road in front of each lot. The whole to be performed within two years from the date of the ticket." (W. A. Fisher, *Legend of the Drinking Gourd*, p.12.)

Not all of the township lots were open for settlement. In the Constitutional Act of 1791, one out of every seven lots was reserved for the Anglican clergy and another one out of every seven was reserved for the Crown. These widely scattered Clergy and Crown reserves were usually held for later sale, when land values increased with the growth in settlement. This practice interfered with settlement before 1820 due to the lack of improvements on these reserves. There was no point in building a road that came to a dead end at a Clergy reserve.

This problem was partially resolved in 1825 when the Huron Tract in western Upper Canada was turned over to the Canada Company, one of the private land companies that undertook to attract immigrants. In 1826, Crown land was offered for sale at auction, with payments to be made over a period of time. In 1827, Clergy reserves were put up for sale, and gradually the whole province was opened up for settlement.

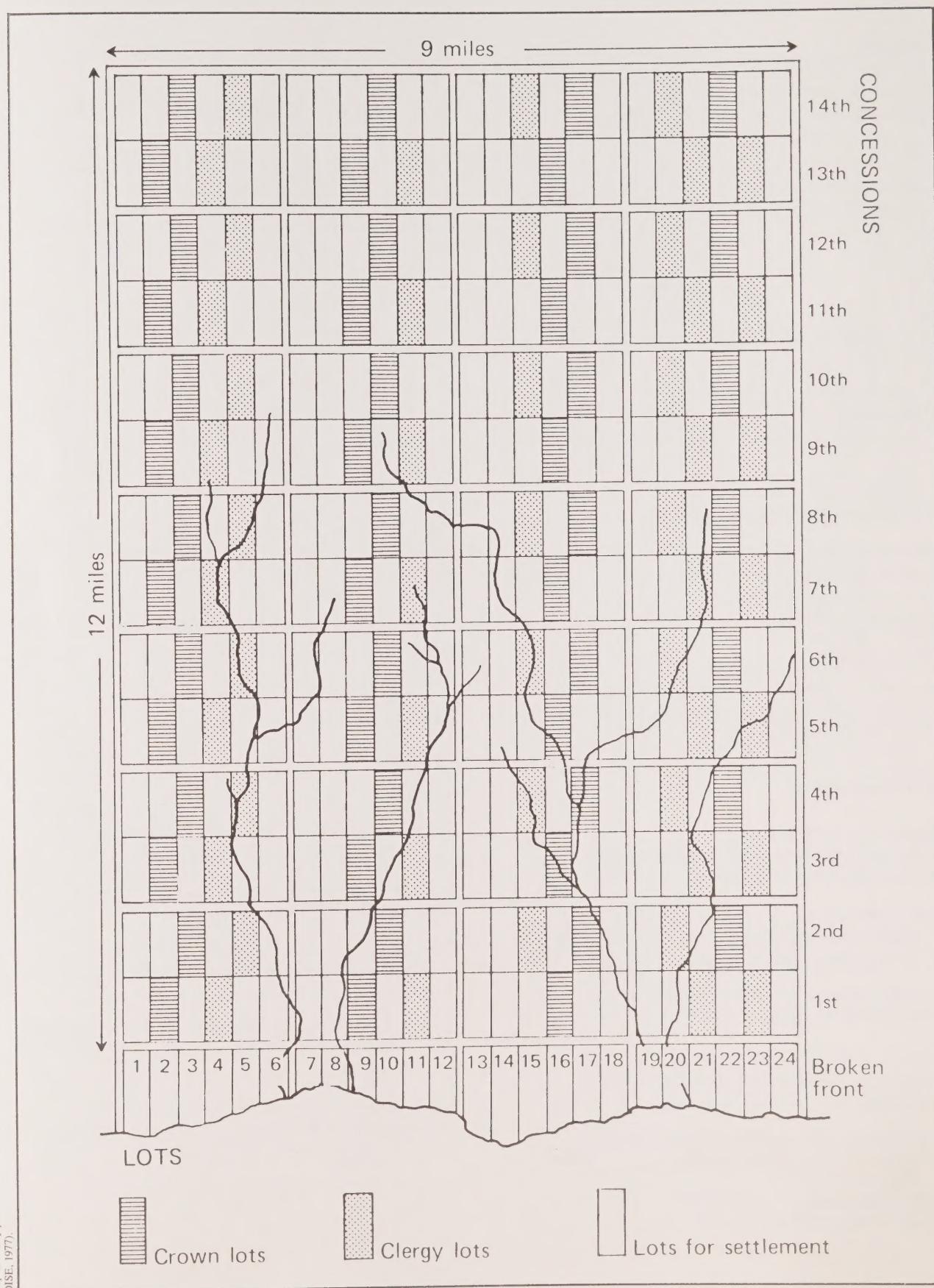


(Public Archives of Canada)

A Country Dance, Upper Canada. Sketch by C.W. Jefferys.

Student Resources

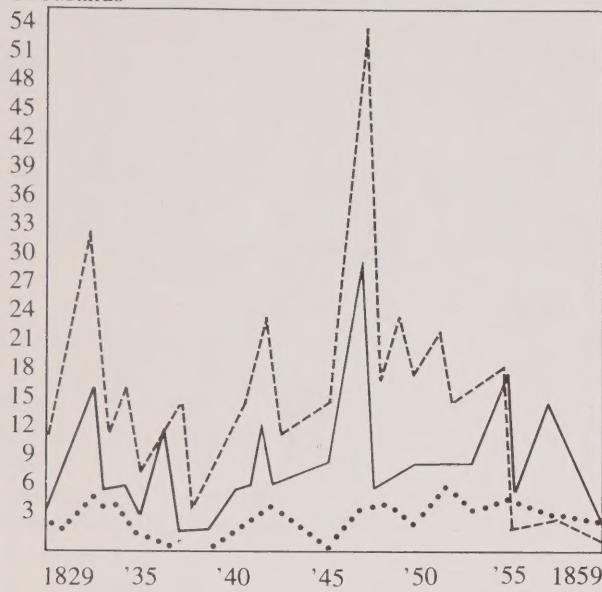
1. A Typical Township in Upper Canada 1829-1859



2. Arrivals at Quebec from the British Isles, 1829-1859

From England: _____
 From Ireland: _____
 From Scotland:

Thousands



Population of Upper Canada 1806-1851

1806 - 71 000
 1814 - 95 000
 1825 - 158 000
 1831 - 237 000
 1840 - 432 000
 1851 - 952 000

Reprinted, by permission, from Helen I. Cowan, *British Immigration Before Confederation*, Canadian Historical Association Booklet no. 22, p. 19.

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Black Creek Pioneer Village. Moreland-Latchford, 1968. Series of six films. 16 mm, colour, 10 min each.

The titles in this series include:

*The Home
Preparing Food
Homecrafts
The Farm
The Village
Education and Recreation*

Christmas in Pioneer Times. Moreland-Latchford, 1974. 16 mm, colour, 15 min.

Pioneer Village. Moreland-Latchford, 1967. 16 mm, colour, 30 min.

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Toronto, Ontario, M4T 2T1

The County. OECA, BPN 000827. Colour, 20 min.

Traditions of the past are recalled by the descendants of the original Loyalist, Irish, and German settlers who first populated Ontario's Prince Edward County.

The Growing Community. OECA, BPN 000828. Colour, 20 min. Expiry date: February 28, 1979.

This is an exploration of the transition from pioneer isolation to community living in Ontario with its increased sophistication in entertainment, architecture, travel, politics, and conveniences.

Life in the Bush. OECA, BPN 000826. Colour, 20 min. Expiry date: February 28, 1979.

The lives of two settlers, Susanna Moodie and her hired hand, John Monaghan, illustrate the conditions of life experienced by some of the first settlers of Ontario.

1847. The Newcomers Series. Nielsen-Ferns, 1977. OECA, BPN 600502. Colour, 56 min. Unlimited.

This film stars Linda Goranson as Mary Thompson Norris who recalls the numbing poverty of Ireland during the famine of the 1840s and her first husband's emigration to the new land, his brutal sea voyage, and the problems he faced in Canada West.

Kit

Canadian History, 1800-1850: Ideas and Activities. Stratford, Ont.: Scholars' Choice Ltd., 1975.

Wall Chart

Upper Canada Wall Chart. Available from: The Globe and Mail, Educational Services, 444 Front St. W., Toronto, Ontario, M5V 2S9. \$3.00 (\$2.50 each for orders of ten or more).